

## Module Specification

### Summary Information

<b>Module Code</b>	6603ATCD
<b>Formal Module Title</b>	Launchpad – Individual Final Project
<b>Career</b>	Undergraduate
<b>Credits</b>	60
<b>Academic level</b>	FHEQ Level 6
<b>Module Pass Mark</b>	40

### Learning Methods

Learning Method Type	Hours
Lecture	12
Practical	50
Seminar	12
Tutorial	14
Workshop	40

### Module Offering(s)

Start Month	Duration
September	28 Weeks

### Aims and Outcomes

<b>Aims</b>	This module provides students with the opportunity to create and evaluate a project from conception to completion, with an emphasis on efficacy and professional standards. It also encourages students to augment their practice and develop their skills in reasoning and argument through a paper that critiques the efficacy of their project.
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### Learning Outcomes

After completing the module the student should be able to:

Code	Description
ML01	Demonstrate advanced project initiation and management skills utilising a synthesis of analysis and creative thinking to evaluate the requirements of

	project stakeholders in order to define suitable project aims and objectives.
ML02	Identify and critically analyse the social/cultural frameworks which surround a specific event and on which this event impinges and take these into account in creating a performance.
ML03	Demonstrate an advanced ability to design and deliver workshop processes that synthesise both creative and critical approaches in both forging community and addressing a specific issue or concern.
ML04	Demonstrate an advanced ability to utilise their skills as a director to increase the aesthetic impact of a performance/sharing in order to maximise efficacy.
ML05	Manage complex accountabilities, including being able to manage time, balance commitments, and compromise or negotiate without losing integrity and professional principles.
ML06	Define and defend a theoretical position in relation to a practical project using sophisticated argument.
ML07	Synthesise criticality and analysis in the consideration of the efficacy of a practical project.

## Module Content

### Outline Syllabus

The first part of the module consists of a series of lectures and seminars designed to help each student plan their project. These sessions will focus on:

- Researching a potential project;
- Producing a project initiation document, including aims and objectives; stakeholder assessment and strategy; financial forecasts; and resource and operational plan.

Upon completion of the project implementation document, students will be allocated a Supervisor who will work with them to draw up a learning contract to be submitted along with a budget bid. The contract and budget bid will be considered by the programme team who will consider, amongst other factors, the following:

- Does this project fall within the broad spectrum of Applied Theatre /Community Drama?
- Are the aims/objectives commensurate with the type of activity?
- Is it realistic within the timeframe?
- If it is a touring project, will it perform at least four times?
- If involving an existing group, does the project move significantly beyond the normal activity of that group?

The programme team will also assess the aims and objectives of each Outline to ensure parity across the cohort. Finally, they will either agree the Outline or suggest amendments. The aims and objectives agreed in the Project Outline will play a significant role in the assessment of the work and any significant change in these must be signed off by the Supervisor. The Programme Team will not be considering issues of licensing, health and safety, child protection or insurance. Such issues should be discussed with your Supervisor and other LIPA staff as appropriate.

Once the Project Outline is agreed it becomes the student's responsibility to arrange tutorials. These could include, in negotiation with the supervisor, an observed workshop or rehearsal which should be planned well in advance.

Seminars will be held to encourage students to share experiences of their project with a view to learning from one another.

It is anticipated that project performances will take place outside of LIPA in suitable community venues. Shortly after the project performances a viva voce examination will be held which will give the student the opportunity to contextualise aspects of the project not immediately apparent at the performance.

There is limited formal direct teaching for the written component of this module. Instead, students are expected to identify and agree with a supervising tutor the scope of the practical project first and then define an appropriate plan for the supporting written study.

Core Competencies: A series of weekly skills classes will run in parallel with the sessions above to enable students to maintain their performance and facilitation skills.

#### **Module Overview**

This module provides students with the opportunity to create and evaluate a project from conception to completion, with an emphasis on efficacy and professional standards. It also encourages students to augment their practice and develop their skills in reasoning and argument through a paper that critiques the efficacy of their project.

## **Assessments**

<b>Assignment Category</b>	<b>Assessment Name</b>	<b>Weight</b>	<b>Exam/Test Length (hours)</b>	<b>Learning Outcome Mapping</b>
Report	Project Plan	10	0	ML01
Practice	Practical Project	55	0	ML01, ML02, ML03, ML04, ML05
Essay	Position Paper Draft	5	0	ML06
Dissertation	Final Project Document	30	0	ML02, ML06, ML07